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ABSTRACT

This guide, intended to assist school districts as they implement classroom activities and assessment procedures related to student learning objectives (for all grades) in the language arts areas of speaking and listening, reflects what students should know and be able to do in language arts as a consequence of their schooling. The guide is in seven sections: (1) Introduction; (2) Speaking Instruction: Sample Goals, Skills, Objectives, and Activities; (3) Speaking Performance Assessment; (4) Listening Instruction: Sample Goals, Skills, Objectives, and Activities; (5) Assessing Listening; (6) Curriculum Development, Assessment, and Activity Sources (containing 40 items); and (7) Annotated Resources (containing 32 items). (SR)

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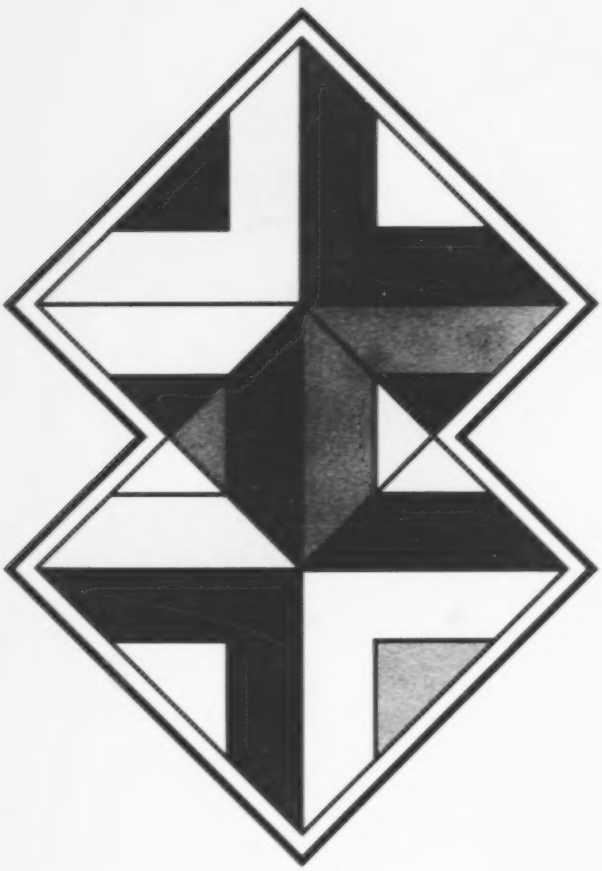

Sample Instructional and Assessment Materials

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Speaking and Listening Activities in Illinois Schools: Sample Instructional and Assessment Materials

Illinois State Board of Education
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FOREWORD

Speaking and Listening Activities in Illinois Schools:
Sample Instructional and Assessment Materials

State Goals for Learning, adopted in response to Illinois' educational reform legislation of 1985, express what students should know and be able to do in language arts and other primary areas of learning as a consequence of their schooling. In language arts, the State Goals focus on reading, listening, writing, speaking, understanding literature, and understanding how and why language functions and evolves.

The purpose of this publication is to assist districts as they implement classroom activities and assessment procedures related to student learning objectives in the language arts areas of speaking and listening.

I would like to thank the following representatives of the Illinois Speech and Theatre Assocation who worked cooperatively with us in developing this publication:

Philip A. Gray, Northern Illinois University
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For additional copies of this publication, please contact your Educational Service Center or Dr. Susan Richardson of our Curriculum Improvement Section at 217/782-2826.

Robert Leininger
State Superintendent
of Education

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INTRODUCTION

Educational reform legislation enacted in 1985 by the Illinois General Assembly identified six fundamental areas of learning: language arts, the biological and physical sciences, mathematics, the social sciences, the fine arts, and physical development and health. The legislation required the Illinois State Board of Education to establish state goals for learning in each of the six areas. The State Goals for Learning in Language Arts are listed below.

As a result of their schooling, students will be able to:

- read, comprehend, interpret, evaluate and use written material;
- listen critically and analytically;
- write standard English in a grammatical, well-organized and coherent manner for a variety of purposes;
- use spoken language effectively in formal and informal situations to communicate ideas and information and to ask and answer questions;
- understand the various forms of significant literature representative of different cultures, eras, and ideas;
- understand how and why language functions and evolves.

The legislation also required school districts to establish student learning objectives which are consistent with the State Goals and to develop appropriate assessment systems to determine the degree to which students are achieving local objectives. The purpose of this publication is to assist school districts as they implement classroom activities and assessment procedures related to local Language Arts learning objectives in the areas of speaking and listening. The contents of this publication will

- enable districts to plan and develop district-wide assessment of student performance levels of speaking and listening;
- assist classroom teachers in classroom assessment of speaking and listening;
- provide classroom teachers with examples of specific learning activities and assessment linked directly to the State Goals for Learning.

The format for this publication integrates each grade-level goal statement and objective with activities and assessment. The first part focuses on speaking instruction; the second, on listening instruction; and the third part is an annotated list of references for instructional and assessment resource materials.

Activities are an important feature of this publication. For each speaking and listening objective, the sample activity given is appropriate for that grade level. In most cases, the teacher should do more than just have the students complete the activity. Since any speaking and listening activity should have some communication focus, the teacher needs to help students understand that the purpose of the activity is to improve their personal communication skills.

Although this publication suggests that districts will most likely need to develop their own speaking and listening assessment instruments, the comments in the assessment sections and references provided will assist districts in understanding what kinds of instruments can be developed with local resources.

There are several direct relationships between the materials and assessment methods for speaking and listening Goals and the sixth Language Arts Goal, which focuses on language development. For example, any activity which addresses style can be adapted for use in student learning for the sixth State Goal for Learning. Further, understanding language function and evolution means, above all else, viewing language as being nonstatic, changing and adaptable to a variety of situations and contexts. As an aid to viewing language as dynamic, it is helpful for students to understand the full range of language code and channel forms: **visual**, **nonverbal**, and **verbal**. It is also an important educational goal for students to realize how diverse language affects and is affected by such contextual factors as cultural variation.

Many of the speaking and listening activities described in this publication can be adapted to help students understand the dynamic nature of language. Consequently, this publication can be used as a resource for the sixth as well as the second and fourth State Goals for Learning in Language Arts. As an illustration, the Speaking Goal for grade six lists activities for the skill area, "clear and expressive speaking." By focusing the activities on the effectiveness of different speech patterns and expressions of selected professionals from diverse backgrounds, students may realize how verbal and nonverbal cues characterize diverse cultures. At the same time, the sixth graders are learning that both "verbal and nonverbal cues affect meaning."

In the same way, many activities are suggested for the eleventh grade speaking goal in the skill area, "use appropriate language and nonverbal cues." These activities would be excellent to adapt for the same grade level for the sixth State Goal for Learning which focuses on language development.

Similarly, it would not be difficult to modify assessment methods and tools designed for State Goals Two and Four (listening and speaking) to serve as appropriate methods and tools for Goal Six (language function and evolution).

SPEAKING INSTRUCTION
SAMPLE GOALS, SKILLS, OBJECTIVES, and ACTIVITIES

Goal Statement

As a result of their schooling, students will be able to use spoken language effectively in formal and informal situations to communicate ideas and information and to ask and answer questions.

Speaking Skill Areas

Clear and expressive speaking

Orderly presentation of ideas with appropriate introduction, elaboration, and conclusion

Development of ideas with appropriate support materials

Use of appropriate language and nonverbal cues for the topic, audience, and setting

Use of language for a variety of purposes

Speaking Objectives

By the end of Grade 3, students should be able to

SKILL AREA: Clear and expressive speaking

Objective 1: Use sufficient volume and vocal expression when speaking and reading aloud in front of an audience.

Activity: View self on video and/or listen to self on audio tape. Peer critiques (teach how to constructively critique).

Assessment: Look for volume and vocal variety. Does the student speak loudly enough to be understood? Does the student use sufficient vocal variety to be interesting? Does the student avoid monotone?

Objective 2: Use voice and physical expression to create a mood.

Activity: Student recites a simple poem trying to express an emotion (Jack and Jill, Roses are Red), and class guesses emotion. Pantomimes and choral readings. Verb cards: each acts out verb, others guess. Shadow puppets. Telling stories. Reading poetry aloud. "What Am I?" (child makes sounds, others guess). Make up actions to fit different kinds of music. Guess meanings from facial expressions. Teacher tells a story with

lots of movement (some not appropriate, e. g., scratch nose) and students name movements and decide if each had anything to do with the story.

Assessment: Look for coherence in vocal and physical expression. Do the child's actions and sound create a single mood? Are they in harmony? Are they appropriate to the material?

Objective 3: Demonstrate poise when speaking before a group.

Activity: Tell a story. Act out a story. Show and Tell.

Assessment: Look for a calm presence. Is the child able to communicate? Have the distractors such as shakiness diverted the receiver's attention from the message?

SKILL AREA: Orderly presentation of ideas

Objective 1: Recognize the beginning, middle and end of a message.

Activity: Mix up parts of simple stories. Ask students to help you sort them out. Play broadcaster with sports, news, and interviews. Must have an opening and closing, and must fit within time limits (focus on clarity).

Assessment: Look for child's ability to sense the overall organization of a message. Have students label portions of messages appropriately: (b) beginning, (m) middle, or (e) end.

SKILL AREA: Development of ideas

Objective 1: Identify relationships between the main idea and supporting details in an oral message.

Activity: View, read, or listen to a short story. List details that demonstrate the main idea of the story.

Assessment: Look for the child's ability to recall the main ideas of an oral presentation. Ask students to repeat the main ideas and the specific details used to establish them.

SKILL AREA: Use of appropriate language and nonverbal cues

Objective 1: Use oral language appropriate for their age and situation.

Activity: "I'm thinking of a word which rhymes with. . ." Dominoes with pictures which must rhyme to match. Tell stories with funny uses of words. Make nonsense words into a story. Game making a list of words heard with same consonants, etc., (phonics workbooks, stories, TV, et al).

Assessment: Look for the child's expressiveness. Are the child's words apt, descriptive, multisyllabic? Do the child's verbal and nonverbal messages agree?

Objective 2: Use standard English when speaking.

Activity: Use correct verb forms (talk about past, present, future), eliminate use of double negatives. Look at a variety of accents and dialects as models (but emphasize need to be understood by everyone, not that dialects are "bad").

Assessment: Maintain an ongoing record of consistent deviations from standard English.

SKILL AREA: Communicating for a variety of purposes

Objective 1: Express feelings about self and others in socially acceptable ways.

Activity: Share baby and family pictures. "My Greatest Trick," "How Would You Feel?" and "Happy to Have You Back" (Wood, TRIP booklets). "I Can:" each has a can in which papers are to be placed, e.g., "I can write my name" (to be taken home periodically). "It's ok to have feelings." Draw faces on paper plates showing different emotions.

Assessment: Have students distinguish between feeling words and non-feeling words on a list of words, (for example: happy, sad, pink, joyous, big, lonely).

Objective 2: Seek, offer, and respond to information.

Activity: Be in charge of a class activity. Teach others to play a game. Direct a puppet show. "Scarce Resources," "Guess What's My Favorite Thing" (Wood, TRIP booklets). Question parents/guests who talk about their jobs or some special skill. Make a classroom "yellow pages" directory.

Assessment: Have students think of three questions they would ask if they were interviewing the principal.

Objective 3: Recognize that oral messages can influence people.

Activity: Study magazine and TV ads. Create own ads (especially for something not liked such as broccoli).

Assessment: Have students pick out influential words in a persuasive message (for example, an advertisement).

Objective 4: Recognize that oral messages can be used for social courtesies.

Activity: Share creative projects. Expand "Show and Tell" to focus on both speaker and audience behaviors. Discuss "what is a conversation? (two-way communication). Have a conversation time. Groups discuss a subject.

Assessment: Have students role-play a visit to someone's home. Look for appropriate greeting and leave-taking communicative behavior.

Objective 5: Use oral messages to create imaginative situations.

Activity: Role-play other people or things in imaginative situations such as drama, puppet shows, etc.

Assessment: Have students describe a place they have never been. Look for completeness and specificity in description.

By the end of Grade 6, students should be able to

SKILL AREA: Clear and expressive speaking

Objective 1: Use appropriate articulation, pronunciation, volume, rate, and intonation when speaking before an audience.

Activity: Reading aloud exercises. Group readings. Listen to speech patterns of professionals. Relate speech to others' perceptions of us. Self-analysis from audio and video tapes.

Assessment: Have students read a passage aloud. Rate the reading using the following scale:

Diction:	Clear.	Unclear
Pronunciation:	Accurate	Inaccurate
Volume:	Appropriate. . . .	Inappropriate
Rate:	Too Fast	Too Slow

Objective 2: Use oral phrasing and variations in pitch and stress when speaking and reading aloud.

Activity: Reading aloud exercises. Choral reading groups. Oral interpretation activities.

Assessment: Look for whether or not the student speaks in a monotone, a patterned pitch, or a predictable rhythm.

Objective 3: Demonstrate poise when speaking before a group.

Activity: See **Think About** video series. Small group discussion about a book, country, planned party or trip. Teach class how to conduct a science experiment or give a social studies report. Share interest in a book. Give students responsibility to solve a specific class or school problem.

Assessment: Observe student speaker's mannerisms in front of group. Does student seem calm or anxious?

SKILL AREA: Orderly presentation of ideas

Objective 1: Focus and limit a topic for presentation.

Activity: Brainstorm ideas and use library. Have each select a topic and lead a discussion on some aspect of that topic. Create stories or special programs for radio or TV with time limitations.

Assessment: Have students outline one another's oral presentations.

Objective 2: Prepare a simple message outline for an oral presentation.

Activity: A variety of speaking and writing assignments. Set an agenda for a group to solve a problem. Recount the steps used to solve a mystery in a story. Establish class as an organization with weekly meeting. Introduce parliamentary procedure (give real responsibilities). Tell a story or give a speech using a specific organizational pattern. **Think About** video series.

Assessment: Given a scrambled outline, have students identify whether each statement would be part of the introduction, body,or conclusion of the message.

Objective 3: Adapt an oral message to specific time limits.

Activity: Tell a story or give a speech no less than 2 minutes or more than 3 minutes in length. Adapt short stories for a 5-minute radio broadcast.

Assessment: Look for whether or not length of presentation conforms to the time limits set.

Objective 4: Use simple organizational devices such as ordering words.

Activity: Make up lists of ordering words, e.g., first, second, third, next. Identify ordering words in readings. Go on a "treasure hunt" to find certain words in a book, film, or TV presentation.

Assessment: Have students underline (and thus identify) ordering words in a given passage.

SKILL AREA: Development of ideas

Objective 1: Distinguish statements of opinion from verifiable statements.

Activity: Use reading sources. Fact, opinion, and neither games. Give "I think" statements. What proof could you use instead of "I think?" Combine with other subject-area projects to require documented resources.

Assessment: Have students label statements (f) fact or (o) opinion.

SKILL AREA: Use of appropriate language and nonverbal cues

Objective 1: Use language appropriate to audience and setting.

Activity: Adapt a topic such as fire safety in the home for different audiences (senior citizens, preschoolers, PTA). Listen to audio messages and guess settings (church, school, TV, dinner table); discuss "special" languages used in each. Continue activity to assess appropriateness. Role-play. "Words as fun" exercises. Short stories using mood words.

Assessment: Look for vocabulary representative of the subject matter and for limited uses of pronouns.

Objective 2: Use standard English when speaking.

Activity: **Wordsmith** video series is good for all language skills. Adapt a "classic" to own words.
Assessment: Observe students' use of standard English.

Objective 3: Use physical movement and other nonverbal cues to emphasize meaning.

Activity: Pantomime actions using different parts of the body to express idea. Charades.

Assessment: Have students describe a feeling non-verbally. Clock the time it takes classmates to identify the feeling.

SKILL AREA: Communicating for a variety of purposes

Objective 1: Recognize purposes of communication: informing, entertaining, imagining, feeling, and/or socializing.

Activity: Identify different purposes represented by TV programs (news show for informing, sit-com for laughing/feeling, talk show for socializing, etc.). "Future People" (Wood, TRIP booklet).

Assessment: Have students identify the purposes of each section or department of a newspaper (for example, editorial, front page, feature).

Objective 2: Give clear directions orally.

Activity: Draw slips of paper which have a person's occupation (mayor, police, waitress, postal worker) and give directions where to locate that person.

Assessment: Have students give directions to draw a specific picture to classmates. Judge direction-giving by reviewing accuracy of drawings.

Objective 3: Use appropriate social courtesies.

Activity: Hold group discussion in which they need to take turns, encourage other points of view, etc. Students introduce guest speakers. Role-play social situations. Introduce each other.

Assessment: Rotate class social tasks such as taking lunch count to the office, serving as host to guests, etc.

Objective 4: Use oral messages creatively and to express feeling.

Activity: Use a variety of creative drama formats. Tell a story to the class. Produce radio and TV programs.

Assessment: Look for originality and effect. Is the treatment of the subject matter novel?

By the end of Grade 8, students should be able to

SKILL AREA: Clear and expressive speaking

Objective 1: Speak with clarity and conciseness.

Activity: Short speaking assignments such as 1- or 2-minute impromptu speeches. Put specific time limits on presentations to encourage conciseness. "Communication Logs," (Cooper, **Activities**, pp110-111). Twenty Questions, Password, other exercises requiring both clarity and brevity.

Assessment: Look for whether or not student speaks aptly and to the point. Has the student wandered from the topic?

Objective 2: Use interesting and appropriate word stress when reading aloud from a variety of print sources.

Activity: Focus on oral interpretation activities, reader's theatre, oral reading alone, plays, story telling.

Assessment: Have student read one passage twice, once as a happy person and once as a bored person. Compare and contrast the readings.

Objective 3: Speak and read with interest and enthusiasm.

Activity: Encourage doing announcements, reports in other classes, acting, storytelling to younger children, interpretation activities. Voice exercises, e.g., saying same sentence many different ways.

Assessment: Look for vocal range and energy in the students' presentations. Do students seem animated, sincere, interested?

SKILL AREA: Development of ideas

Objective 1: Limit and specify a topic for an oral presentation.

Activity: Exercises requiring students to delete extraneous material and to narrow topics. Oral interpretation of literary themes is good for limiting. These require that students select 2 or 3 poems (e.g., about "courage") and reduce the length to a 6-8 minute presentation without destroying the meaning. Specifying a topic can be introduced by assigning broad topic areas for very short speeches.

Assessment: Look for manageability. Can the topic be sufficiently covered in the time specified?

Objective 2: Prepare a full outline for a presentation.

Activity: Practice outlining own and others' speeches and essays. "Scramble" outlines to be put in correct order.

Assessment: Look for proper subordination of ideas, indentation of subordinate points, logical and balanced development, and at least two parts to every subpoint.

Objective 3: Organize an oral message with introduction, body, and conclusion.

Activity: Study model speeches contrasting good and poor examples. Have students present only the introductions or conclusions with rest of group judging whether or not the subject sounded interesting and what the main ideas of the speech would have been.

Assessment: In the introduction look for whether the student has guided the audience's attention to the subject of the speech and provided a purpose for the speech. The conclusion should end the speech gracefully and usually contain a summary. When the conclusion is over, the listener should feel a sense of completeness. "Thank you for listening" is inappropriate.

Objective 4: Use differing organizational patterns for oral messages.

Activity: Study examples of different kinds of order. Test ability to identify types of patterning such as cause-effect, chronological, and problem-solution. Teach another how to do something you do well (process which requires several steps).

Assessment: Using a case study approach (such as information on a space shuttle flight), have students arrange the material according to multiple organizational patterns. Look for evidence of the pattern used such as "because" statements in cause effect, "first, second, third" or "next" in chronological, and analysis of conditions and options in problem-solving.

Objective 5: Develop an agenda for a group and use parliamentary procedure when appropriate.

Activity: Conduct class one day each week as an organization. Use parliamentary procedure, develop an agenda ahead of time, etc. Make sure the group has some real responsibilities.

Assessment: Roberts Rules of Order clearly define the appropriate limits of discourse. This material lends itself well to paper and pencil objective forms of testing.

SKILL AREA: Development of ideas

Objective 1: Use a variety of sources to support ideas in an oral message.

Activity: Use simple proofs such as "My allowance ought to be raised." Begin to cite authority as a form of support in presentations and discussions. Report on opinions of authorities as heard in news, TV commercials. Initiate "plans" for gathering information. Write a "prospectus" on "What I need to know and where I'm going to look."

Assessment: Look for the number of different types of source material the student uses. Is the student using primary sources? If the sources are secondary, are they from books, magazines, newspapers?

Objective 2: Distinguish among statements of observation, opinion, and judgment.

Activity: Analyze news and sports stories on radio and TV. Sort a list of statements identifying whether each is observation, opinion, or judgment. Make a sales pitch. Produce a campaign speech.

Assessment: Have students label statements (o) observation, (p) opinion, or (j) judgment. Key words are verbs and adverbs.

SKILL AREA: Use of appropriate language and nonverbal cues

Objective 1: Demonstrate flexibility in language usage.

Activity: Exercises which use language to evoke emotional responses. Drama and oral interpretation activities. **Adventures in the Looking Glass**, p 112.

Assessment: Look for the absence of distractors. The student should select words and behaviors conducive to transmitting the intended meaning.

Objective 2: Use standard English when speaking.

Activity: Discuss standard English, dialect, as choices (we choose to vary our speech, for different purposes and different occasions). Study jargon and dialect in literature (Shakespeare and Uncle Remus), films and TV (Saturday Night Live's, "Well, isn't that special!" and the Black language routine in **Airplane**).

Assessment: Use of standard English is a teacher-observable skill.

Objective 3: Use physical movement, gestures, and eye contact to communicate interest and enthusiasm.

Activity: Use note cards effectively when making a report. Require differing types of notes for various speeches and reports. "What Does Your Body Say" (Wood, TRIP booklet). "Nonverbal Persuasion," (Cooper, **Activities**, pp116-117).

Assessment: Self-assessment would be an effective measure. If possible, have student presentations videotaped and have students rate levels of interest on a scale.

SKILL AREA: Communicating for a variety of purposes

Objective 1: Distinguish among the communication purposes of informing, persuading, imagining, feeling, and socializing.

Activity: Exercises classifying TV programs and commercials, films, plays. Who reads specific magazines (**Prevention** or **Field and Stream**) for what purposes? Do same with TV and radio programs.

Assessment: Look for appropriate definition of purpose. Can the students detect differences among messages of different purposes?

Objective 2: Use information effectively in a message.

Activity: First, learn to locate a variety of resources. Develop as a resource unit prior to application in a report. Cite sources in actual presentations.

Assessment: Judge whether the student has chosen sufficient, apt, and appropriate information to draw a conclusion.

Objective 3: Demonstrate the ability to develop a persuasive oral message.

Activity: Exercises requiring student to develop and sustain a line of argument. "Making a Pitch" (Wood, TRIP booklet). Identify needs and motivations of

others. See **Adventures in the Looking Glass**, p 57.
Assessment: Have students respond to a persuasive message on an attitude scale before and after the speech. This scale might be "strongly agree, agree, disagree, strongly disagree." All statements should be positive so the scale is not confusing (avoid double negatives).

Objective 4: Use appropriate amenities in social contexts.

Activity: Provide a variety of real social contexts. Social gatherings requiring introductions in group settings and speeches of introduction. See "Communication Night" (Illinois **Basic Listening Skills**). "I Gotta Go" and "Hey, It's My Turn" (Wood, TRIP booklet). "The Customer's Always Right?" (Cooper, **Activities**, p153).

Assessment: Look for the match in communicative behavior and context. Variations are likely in formality, informality, gregariousness, graciousness.

Objective 5: Use oral messages to express feeling.

Activity: List five feelings since you awoke. Discuss feelings about class activities that embarrass or cause fear. Reader's theatre, plays, oral readings. "Freedom of Speech," (Cooper, **Activities**, pp 146-147).

Assessment: Look for effect, intensity, sincerity, openness, and emotion.

By the end of Grade 11, students should be able to

SKILL AREA: Clear and expressive speaking

Objective 1: Demonstrate flexibility in vocal expression.

Activity: Voice exercises. Repeating the same phrases and creating different meanings through use of the voice. "The Voice Revealed,"(Cooper, **Activities**, pp125-126).

Assessment: Look for vocal range in pitch and volume. Listen for clarity in diction.

Objective 2: Use notes and scripts effectively when speaking and reading aloud before an audience.

Activity: Require a variety of different note card systems and uses. Memorize scripts/passages for presentation.

Assessment: Use of notes and scripts should be unobtrusive. Such materials should serve as prompts and reminders.

Objective 3: Adapt verbal expressions for different performance situations.

Activity: Participate in a variety of real public performances. Adapt a short TV script for a radio presentation.

Assessment: Both the physical attributes of the speaker's location and the demographic and attitudinal qualities of an audience affect and define performance. The speaker needs to adjust.

SKILL AREA: Orderly presentation of ideas

Objective 1: Limit a topic for an oral presentation to meet time, setting, and audience needs.

Activity: Place specific time limits on assigned presentations. Give a single presentation three different times with a different time limit and a different (assumed) audience each time.

Assessment: Has the speaker spoken within the time limits? Have vocabulary and material been appropriate to the audience? Is the voice loud enough to be heard and clear enough to be understood?

Objective 2: Prepare a detailed outline for an oral presentation.

Activity: Require detailed outlines for all reports and presentations. Ask other teachers to do the same. Study model speeches.

Assessment: Look for completeness, proper subordination of ideas and conformity to the outlining conventions required.

Objective 3: Identify logical relationships in messages.

Activity: Sample arguments for which students must identify the claim or conclusion, the evidence or support for that conclusion, and the inference that ties the evidence to the conclusion. "Project Alpha" and "Talking to Parents," (Cooper, **Activities,** pp 38-40 and 81-82). Study letters to the editor to identify fallacies in arguments. Exercises in which the student uses a scientific method (state and test hypotheses). **Person to Person,** chapter five. Study famous speeches. Structure logical relationships into own presentations.
Assessment: Have students identify the structure of

an argument noting in particular if-then, cause-effect, enthymematic, and syllogistic structures.

Objective 4: Provide oral message transitions.

Activity: Provide texts of speeches with transitions deleted. Students insert own. Sheet with parts of a speech mixed up; transitions are the key to sorting it out. Require transitions in student presentations. Test class on identification of transitions in each others' presentations.

Assessment: Look for the use of transition words and phrases such as "first, second, third," "another, next, in addition," etc.

Objective 5: Phrase a problem and follow an agenda for a discussion.

Activity: Set up groups as functioning committees in class (with real responsibilities). Require submission of an agenda ahead of group's discussion. Videotape discussion and have class evaluate in comparison to a written agenda. Use problem-solving tasks for groups. Group builds a creative product with Tinker Toys. Discuss how they went about it.

Assessment: Discussion assessment can include tallying of participation, sociograms, analysis of roles, collective development of ideas, and balance of participation.

SKILL AREA: Development of ideas

Objective 1: Develop and sustain a line of argument providing appropriate support.

Activity: Role-play conflict situations. Identify statements which "avoid the issue." "This Is What I Believe," (Cooper, **Activities**, pp 30-32).

Assessment: Look for sufficiency, recency, and authority in determining appropriateness.

Objective 2: Distinguish among propositions of fact, policy, and value.

Activity: Identify examples of each in a listing of current school, community, national problems. State propositions of fact, policy, and value for a given issue. Phrase a problem for discussion using each of the three.

Assessment: Have students label propositions (f) fact (does it allege to the existence of something?),

(p) policy (does it require change in a course of action?), or (v) value (does it make a judgment of worth?).

Objective 3: Recognize fallacies in an argument.

Activity: Tie into Objective 3 of Orderly Presentation of Ideas and Objective 1 above. Study editorials and letters to the editor. Present "fallacies" speech and have class identify problems.

Assessment: Look for examples of the fallacy of composition, non sequitur, argumentum ad hominem, and overgeneralization.

Objective 4: Use and credit sources appropriately.

Activity: Distinguish among expertise, reputation, and credibility (An expert is . . . , His reputation is . . ., I believe her because . . .). Require the inclusion of sources in oral messages. Require on written reports as well. Study various formats used to cite sources.

Assessment: Determine whether the speaker has gone beyond personal knowledge when necessary and has appropriately cited outside source(s).

SKILL AREA: Use of appropriate language and nonverbal cues

Objective 1: Expand and evaluate own language usage.

Activity: Use stylistic variations in messages including metaphors, similes, and illustrations. Study examples of stylistic variation. Self-analysis of language on tapes.

Assessment: Have students examine their own manuscripts for repetitive use of language, action verbs, colorful use of adjectives, and vivid adverbs.

Objective 2: Use physical movements and visual aids in expressive ways appropriate to the situation.

Activity: Discuss concept of personal space. Talk about "invading" others' territory (e.g., arm on arm rest in theatre, parent's place at dinner table). Experiment. Analyze effect of appearance and "body language" in various communication situations. Observe people out of school and report back on impressions. Look for examples of "withdrawing" from communication. Use visual aids in demonstration speeches.

Assessment: Look for whether or not the nonverbal communication supports the verbal.

Objective 3: Analyze own communication behaviors.

Activity: Keep a communication journal listing topics covered in 24 hours, people talked to, settings, etc. Discuss differences among the various situations. Presenter and audience discuss presentation. Describe own communication strengths and weaknesses through self-critiques and appraisals.

Assessment: Have students select information from others relative to their communication behaviors.

SKILL AREA: Communicating for a variety of purposes

Objective 1: Organize information in an oral message.

Activity: Produce a plan of action. See **Person to Person**, chapter 7. Present a report on an assigned topic in a subject-area class. Prepare a short informative speech. Research an assigned topic and organize the research in at least two different patterns of organization.

Assessment: Assess how readily the audience is able to follow the content of the message.

Objective 2: Organize a persuasive oral message.

Activity: Hold a debate on raising the minimum age for getting a driver's license. Prepare a speech advocating change in school policy. Prepare a radio ad campaign for a product or service. Prepare an in-class campaign to "sell" classmates a product or service.

Assessment: Assess the logical development of the message.

Objective 3: Demonstrate skill in using social amenities.

Activity: Work on constructive communication in conflict situations. Role-play a variety of job-related activities requiring either general amenities or those unique to the job (receptionist, customer complaints). Hold "talk show" interview in which the interviewer knows who the interviewee is, but not what is going to be talked about. Assign "crazy" interviewee roles (roller derby queen, alligator wrestler, termite breeder).
Assessment: Look for the comfort level of the student in varying social situations. Does the student seem at ease?

Objective 4: Recreate a variety of role behaviors and emotions.

Activity: Share some special interest or goal with the class. Present a "Portrait of a Classmate" speech. Talk about intense moments. Study emotions in literature such as Macbeth's speech on killing Duncan. Exchange a variety of compliments with classmates.

Assessment: Have students read one passage in a variety of ways. Look for the match between the speaker's intended effect and the audience's perception of the speaker's intent.

Objective 5: Use imagination to develop new ideas in an oral presentation.

Activity: Seek creative and alternative solutions to problems. Brainstorm. "Build a Straw Tower" (straws and scotch tape). New uses for common implements.

Assessment: Look for creativity. Is the idea novel? Is the treatment of a standard topic novel?

SPEAKING PERFORMANCE ASSESSMENT

Most of us are capable of deciding that a given oral presentation was excellent, average, or poor. We're less confident that we can isolate and judge each of the skills used in a performance to determine which skills contributed to the perception of poor quality. The task is not difficult, however, if we understand what it is we should look for and practice a bit.

The process involves four elements. First, we must *identify* the specific elements which are to be observed. For example, we might focus on vocal clarity and audibility during a single performance by a younger child. The next time, we might add eye contact with the class members.

Second, we want to make the process of judging as *objective* as possible. Essentially, this means we want to produce statements about each skill behavior that would be consistent with statements that would be made by other people trained in making such observational judgments.

Third, we attempt to make the process as *systematic* as possible. The process by which a statement of performance is produced for any given student is the identical process used for every other student in the class.

And, fourth, we want the process to be *reportable*. We need to produce the kind of statements that can be reported to the student and his or her parents in order to give guidance as to whether improvement is needed or not.

Yes-No Assessment Forms. The most simple assessment system, once the elements to be observed have been identified, is a "yes-no" checklist. Either a given behavior is produced/acceptable or not. The following is a portion of a typical checklist assessment form.

GRADE 6 CHECKLIST

	Ken Andrews	Matt Phillips	Dan Bracey	Alice Black
Participates in conversations	✓	✓		✓
Takes turns in discussions		✓		✓
Can be heard when reading aloud	✓	✓	✓	✓
Uses vocal expression to create interest when reading aloud		✓		

Note that the example used a check mark to indicate whether or not the skill was performed. This would be appropriate when the form was being used to observe a specific communication event. If the form is to be used to record observations that occur over time, a date could be used.

Teachers who are experienced in observing student classroom performances can use the "yes-no" assessment instrument and feel comfortable that their observations are fairly *objective* (others would most likely mark each student the same way), *systematic* (applied the same way for every student), and *reportable* (understandable to others). The key to reportability, of course, is the wording used to describe each of the skills being evaluated, rather than the marking.

Rank Order Assessment Forms. Sometimes we are interested in differentiating among all of the students in a given group. In order to do this, we would use a system of sorting by paired comparisons. Student A is better than or not as good as student B, for example. We continue comparing each student with every other student in the group. This is known as a rank order system which is often used in judging high school forensic events. Generally, however, rank ordering works best if the number of students in the group is relatively small. It also requires more time than most teachers are able to devote to the task of assessment. You probably should not try a rank order approach to assessment until you are quite experienced in judging speaking skill behaviors.

Rating Scale Assessment Forms. If you don't use a one-on-one comparison, you may want to use a system in which you group students into categories, for example, "outstanding, good, average, fair, poor." Research suggests that trained observers are able to make about 5 to 7 discrete groupings in any given situation. Rating scales, accordingly, will typically have three to seven categories into which you sort your judgments about your observations.

Once you move beyond the "yes-no" observation, you are making decisions about the extent to which a behavior has been exhibited or about the level of development of the skill being demonstrated. A simple three-category system of recording your observations might use as notations on a checklist of speaking skills.

+	good
/	satisfactory
-	poor

An alternative approach might use points.

2	good
1	satisfactory
0	poor

You could add another category by combining the above three-point rating with a "yes-no" approach.

3 good
2 satisfactory
1 needs work
0 not observed

Most rating forms use between four and seven categories, with five being the most common. One of the problems that seems to occur with the use of a five- or seven-category system is the tendency of the rater/observer to avoid making positive or negative judgments by marking the middle-point, assuming that this is a neutral category. The problem does not occur with four- or six-category scales, so we recommend that you use either a four- or six-point scale on your rating forms. You can either use copies of forms appearing in the many high school and college basic speech texts or develop your own using the speaking skill and knowledge areas or sample learning objectives as the rating elements.

If you are dealing with a mastery/nonmastery approach, however, no matter how many points there are on your scale, you must select a specific point value to represent mastery.

Following are some examples of rating forms which can be used to judge speaking skills. Some of these forms are adaptable to differing age levels.

SPEECH DELIVERY

NAME Jackie Barrett DATE 10/11/89

(The number representing your performance level for each delivery variable has been circled)

VARIABLE	Excellent	Good	Fair	Poor
Rate	(4)	3	2	1
Volume	(4)	3	2	1
Pitch variations	4	3	(2)	1
Quality	4	(3)	2	1
Pronunciation	4	(3)	2	1
Articulation	4	3	(2)	1
Phrasing and pausing	4	(3)	2	1
Facial expression	4	3	(2)	1
Eye contact	4	3	2	(1)
Gestures	4	3	2	(1)
Body movement	4	3	(2)	1

DISCUSSION EVALUATION

Rating: 4=excellent, 3=good, 2=fair, 1=poor.

	Jack	Carla	Julie	Bob	Sam
Asks questions which are relevant, appropriate, and substantial	2	4	3	1	3
Is flexible. Willing to suspend judgment and to rethink position	3	3	3	1	2
Is able to generalize information	2	4	3	2	3
Seems to be a perceptive observer of human behavior	2	3	3	1	3
Is able to relate one idea to another	3	4	4	2	3

The following form adds descriptive words to the basic rating scale.

SPEECH EVALUATION: DELIVERY

NAME Sue Richards DATE 9/12/89

SUBJECT Need for greater variety of girls' sports

(Each of the following elements has been rated with a number using a scale of 1-4 with 4=excellent, 3=good, 2=fair, and 1=poor. A score of 0 means the element was not demonstrated. The word that best describes each element has been circled.)

Vocal Delivery

4	RATE:	fast	slow	(appropriate)
3	VOLUME: weak	(good)		too loud
2	PITCH VARIATION:	effective	(boring)	too dramatic
4	ARTICULATION:	slurred		(clear)

Physical Delivery

3	EYE CONTACT:	poor	(good)	uncomfortable
2	GESTURES:	franticy	(stiff)	appropriate
3	NOTE CARD USAGE:	distracting		(good)
1	BODY MOVEMENT:	poised	(stiff)	fidgety

Visual Aid

4	CLARITY:	(good)	adequate	unclear
2	APPROPRIATENESS:	poor	(adequate)	necessary aid
2	HANDLING:	adequate	(weak)	strong

GENERAL COMMENTS: Ideas researched well
Speech had good structure
You could improve by speaking with more enthusiasm

In the following form, the observer marks a point on a scale between two extremes, rather than using numbers. To convert for grading purposes, each point on the rating scale could be assigned a numerical value, such as high = 5 points, the next category = 4, and down the scale with low being 0.

EMPLOYMENT INTERVIEW CRITIQUE

NAME George Wilson DATE 9/20/89

CRITERIA		RATING High ... Low
OVERALL IMPRESSION:		. . ✓ . . . . .
APPEARANCE:		. ✓ . . . . .
POISE:	Eye Contact	. ✓ . . . . .
	Body Language	. . . . ✓ . . .
	Interest/enthusiasm	. ✓ . . . . .
QUESTIONING:		. . . . . ✓ .
RESPONSES:	Effective	. . ✓ . . . . .
	Handled problem Questions well	. . . ✓ . . . .
	Provided necessary information	. . ✓ . . . . .

GENERAL COMMENTS: Remember that first impressions count. You looked fine and seemed interested in the position, but you slouched in your chair.

The questions you ask are as important as those asked by the interviewer. You didn't ask any except how much the pay was.

Know the company (research it) before the interview

The following rating form sample uses an overall rating for each domain being assessed. Space is provided on the right side of the form for noting specific observations. Each domain is followed by a listing of the major elements that are to be provided or demonstrated in the presentation.

CRITIQUE: DRAMATIC/HUMOROUS INTERPRETATION

SELECTION The Raven READER Joe Lawson

AUTHOR Poe GRADE A

RATING: 4=excellent, 3=good, 2=fair, 1=poor, 0=not present

INTRODUCTION Named work and author Gave necessary background Established mood	4	Excellent. I particularly enjoyed your brief comments about Poe
EYE CONTACT Direct Effective use of focal points Appropriate focal points	4	Good use of your script while relating to the audience through eye contact
BODY CHARACTERIZATION Distinct Realistic	3	None necessary. You seemed poised. You might move a bit to help focus
VOCAL CHARACTERIZATION Distinct Realistic	4	Excellent
CHARACTER TRANSITIONS Smooth Appropriate pacing	NG	
VOICE Varied pitch Appropriate volume Effective rate changes Pauses	4	Excellent
STRUCTURE Effective editing Appropriate builds Effective climactic points	NG	

COMMENTS:

Obviously, the numbers you use on any given rating form are not the critical variables. Checklists and rating forms can only be as good as the list of elements selected for rating and the way that you use the form.

Generally, rating forms are as *objective* as "yes-no" checklists, particularly as the observer/rater gains experience in using the form. The use of a standardized form also helps you *systematize* your observations in order to reduce bias. The rating form with multiple categories is not as *reportable*, however, as "yes-no" statements. Generally, teachers will want to convert the rating scores into some kind of "grade" for reporting purposes.

In summary, we offer the following suggestions:

- It is not necessary to assess every skill at any one time as long as all of the skills included in the curriculum or learning objectives are covered over time.

- Any assessment program should be considered to be evolutionary. In other words, begin your program using a simple approach with which you feel comfortable. As you gain experience with the program, it should then be re-evaluated and improved over time.

LISTENING INSTRUCTION
SAMPLE GOALS, SKILLS, OBJECTIVES, and ACTIVITIES

Goal Statement

As a result of their schooling, students will be able to listen critically and analytically.

Listening Skill Areas

Meaning of spoken messages
Sequence of ideas from spoken messages
Inferences from spoken messages and nonverbal cues
Distinction among different purposes in communication
Differing perspectives and points of view
Effective and appropriate responses

Listening Objectives

By the end of Grade 3, students should be able to

SKILL AREA: Developing meaning

Objective 1. Recall the content of brief oral messages.

Activity: Have child retell a short story or poem in own words. Use exercises which progress from simple to more complex directions.

Assessment: All suggestions for Listening assessment are included in the next section.

Objective 2: Recognize standards for evaluating spoken messages.

Activity: Make comparisons (live circus vs. televised, live ball game vs. televised) and discuss advantages of each. Talk about TV (What are good shows and bad shows? Why?).

SKILL AREA: Structuring information

Objective: Identify the main idea of an oral message.

Activity: Discuss "topics." Bring in a list of "topics" from several TV shows, plays, stories, and films. Use games and exercises which emphasize sequence.

SKILL AREA: Drawing inferences

Objective 1: Identify verbal and nonverbal cues to meaning.

Activity: Play charades. Match bells, vehicle and animal sounds.

Objective 2: Distinguish between necessary and unnecessary information in a spoken message.

Activity: Teacher tells story "My House." Students pick out statements having nothing to do with subject. Students give presentations including unneeded information without getting "caught."

Objective 3: Recognize a distinction between implied meanings and standard word definitions.

Activity: Talk about "special" words such as "cool." Look up dictionary meanings. Play game of listing as many "special" words as possible. Play homonym, antonym, and homophone games.

SKILL AREA: Distinguish among purposes

Objective: Recognize that oral messages can be entertaining and informative.

Activity: Classify TV shows, magazines, films, in categories. All view a news show, sit-com, and commercial. Discuss differences. "The Secret Box" (Wood, TRIP booklet). Exercises with problems requiring obtaining information from others. "Treasure Hunt" using oral cues. Invite fire, police, postal workers to class.

SKILL AREA: Identifying perspective and points of view

Objective 1: Identify different points of view in spoken messages.

Activity: "I'll Be the Parent" (Wood, TRIP booklet).

Objective 2: Recognize cultural differences among people as expressed in their communication behaviors.

Activity: Talk about different "kinds" of families (single parent, extended). Talk about cultures and traditions of own heritage. Invite parents to make special presentations on "being . . ." Have special ethnic days.

SKILL AREA: Provide effective and appropriate responses

Objective 1: Use socially acceptable ways to gain attention.

Activity: "Me Too" (Wood, TRIP booklet). Learn classroom "rituals." "Notice Me" (Wood, TRIP booklet). Discuss why we raise hand in class and not at dinner table, etc.

Objective 2: Listen attentively to an oral presentation of appropriate length.

Activity: "Simon says" or a variation. Retelling and introducing changes into a familiar story: students identify changes.

Objective 3: Identify distractions to listening.

Activity: Listening activities with competing stimuli.

Objective 4: Use appropriate audience/listener responses.

Activity: Discuss audience behavior and give opportunities to function as audience.

By the end of Grade 6, students should be able to

SKILL AREA: Developing meaning

Objective 1: Formulate questions to clarify meaning after hearing an oral message.

Activity: Interview a character from a book everyone has read. Interview a class guest. Use a story with ending deleted, "mysteries" which they must solve. "School Reporters" (Wood, TRIP booklet). Use ambiguous messages (discuss what needs to be asked to make meaning clear).

Objective 2: Identify bias in oral messages.

Activity: Role-play "opposing" characters. Discuss "experts" in commercials (what qualifies people as experts?). Prepare brief newscasts on school activities. Study as models of subjective and objective reporting.

SKILL AREA: Structuring information

Objective 1: Recall specific and significant details of an oral message.

Activity: Exercises testing recall of detail from stories. Give recall tests based on other student presentations.

Objective 2: Follow multistep directions in order given.

Activity: Repeat directions given in an experiment, recipe, or "how to get there" exercise. See **Think About** series.

SKILL AREA: Drawing inferences

Objective 1: Understand how verbal and nonverbal cues affect meaning.

Activity: Discuss cues to plot, mood, and character development in plays, TV shows, films. Evaluate use of "images" used in TV commercials.

Objective 2: Identify and explain an inference in an oral message.

Activity: "What if . . . then." (**Think About** series). Read a mystery. Discuss inferences made by the detective. Exercises doing the same thing with films, TV programs. "My Bike" (Wood, TRIP booklet).

SKILL AREA: Distinguish among purposes

Objective: Identify specific purposes of a variety of oral messages.

Activity: Discuss examples of entertainment and persuasion. Students classify purposes of a variety of TV messages. Assign listening tasks for specific purposes.

SKILL AREA: Identifying perspective and points of view

Objective 1: Identify cultural differences and similarities among people in their communication behaviors.

Activity: "Rituals: Ours and Others'" (Wood, TRIP booklet). Relate to social studies activity. Set aside a day as "customs" day for specific cultural groups. Discuss similar messages recorded by people with differing dialects and accents.

Objective 2: Know the point of view of a specific source from an oral message.

Activity: Discuss character points of view from literary, theatrical, or televised works. Discuss letters to editor, and TV talk shows. Combine with studies of current issues (What are the "sides" of this issue?).

SKILL AREA: Provide effective and appropriate responses

Objective 1: Listen attentively to an oral presentation of appropriate length.

Activity: Use real audience situations.

Objective 2: Demonstrate ability to concentrate on listening when distractions are present.

Activity: Focus on concentrating while doing time-limit projects.

Objective 3: Provide audience/listener responses appropriate to the occasion.

Activity: Use real audience situations. Discuss different audience situations. "At Dinner" (Wood, TRIP booklet). **Think About** series is useful for learning about criteria.

By the end of Grade 8, students should be able to

SKILL AREA: Developing meaning

Objective 1: Give a content summary of an oral message of appopriate length.

Activity: Stop at points in a group discussion and ask for summaries. Summarize each others' stories and reports. Write a summary of a radio or TV news story. "I Think I Heard" (Cooper, **Activities**, p68).

Objective 2: Identify criteria for evaluating and judging a variety of oral messages.

Activity: **Adventures in the Looking Glass,** (pp 57, 168, 171). Attend a play, view TV program or film and develop evaluation together.

SKILL AREA: Structuring information

Objective 1: Identify a central theme or thesis, associating main ideas.

Activity: Hold a conversation: each must add to previous person's contribution. Discuss themes from theatre and TV shows. "Share a Favorite Food" (Cooper, **Activities**, p58).

Objective 2: Follow multistep directions in order given.

Activity: Have student describe geometric figures which audience tries to draw. Practice outlining own and others' speeches.

SKILL AREA: Drawing inferences

Objective 1: Identify inconsistencies between verbal and nonverbal message cues.

Activity: **Adventures in the Looking Glass,** pp111, 125. Develop lists of words adults and students would use differently. Hold conversations using nonsense words. Read examples from **Alice in Wonderland** and Mark Twain.

Objective 2: Identify a variety of alternative solutions to a problem.

Activity: Discuss the concept of "choice" in making decisions. Discuss specific situations (buying record, going to game, studying, watching TV) in terms of needs. Role-playing exercises. Provide real decision-making opportunities in class.

Objective 3: Analyze statements of observation, inference, and judgment in an oral message.

Activity: Discuss Ray Bradbury's "The Flying Machine." Use **Adventures in the Looking Glass,** p 141. Show a video scene, then describe. Identify actual observations, inferferences, and judgment statements. "Is It Fact or Is It Opinion?" (Cooper, **Activities,** p84).

SKILL AREA: Distinguish among purposes

Objective 1: Know the purposes being met by a specific message.

Activity: "Oh, You Meant?" (Wood, TRIP booklet). Discuss news developments and convincing television commercials. **Adventures in the Looking Glass,** pp 194, 216. Contrast entertaining TV programs and ads. "Creative Drama as a Resource, K-12," **Language Arts Monograph.** "Try It, You'll Buy It," (Cooper, **Activites,** p90).

Objective 2: Listen to accomplish a specific purpose.

Activity: Interview to obtain information for a report, discussion, speech, etc. Provide a variety of listening experiences and discuss the purposes of each. Use newscasts, editorials, songs, poems, stories. Ask students to formulate questions in response to each of these events. "The Principal Speaks," (Cooper, **Activities,** p102).

SKILL AREA: Identifying perspective and points of view

Objective 1: Suspend judgment about the source and the message until the conclusion of an oral presentation.

Activity: Role play problem situations and switch roles halfway through discussion. Discuss a problem which encourages expression of a variety of points of view. Discuss famous conflicts in literature.

Objective 2: Adapt listening in response to cultural differences.

Activity: Discuss stereotyping and lifestyles presented on specific TV programs. "You're Just Like All the Rest" (Wood, TRIP booklet). Each study and report on own heritage. Bring in guests representing a variety of cultures.

Objective 3: Relate values expressed in an oral message to their own values.

Activity: "Heroes and Heroines" **Adventures in the Looking Glass,** p91. Give yourself a character reference for a job you'd like. "Casting Your Character" (Wood, TRIP booklet). Produce list of "20 things I love to do."

SKILL AREA: Provide effective and appropriate responses

Objective 1: Demonstrate skill in interactive situations.

Activity: Role play (new student). Talk to someone new today and report.

Objective 2: Make critical judgments as listeners and viewers and provide constructive criticism.

Activity: **Adventures in the Looking Glass,** p 215. **Listening Instruction** (Wolven, TRIP booklet). Provide positive criticism of an oral presentation and note one thing that could have been better.

Objective 3: Focus attention and sustain listening during an oral presentation of appropriate length.

Activity: Respond to questions from the teacher or speaker about the presentation. Report to a second person on something "listened to." Provide real audience experiences.

Objective 4: Demonstrate the ability to listen in situations with multiple distractions.

Activity: Radio, TV, and teacher presentations at same time.

By the end of Grade 11, students should be able to

SKILL AREA: Developing meaning

Objective 1: Analyze accurately the content of an oral message of an appropriate length.

Activity: Differentiate between summaries and syntheses of a half-hour TV program. Study **Alice in Wonderland**. Report on various news stories.

Objective 2: Judge the sufficiency of detail, the qualifications and credibility of sources, and the effectiveness of solutions proposed in oral messages.

Activity: Discuss examples of such ideas as selective attention, exposure, and retention. Identify bias, prejudice, and stereotyping in various forms of literature, as well as news programs on radio and TV. See the films **Rashomon, Eye of the Beholder**. Discuss differences between snap judgments and reflective judgments. Use group discussion exercises such as "Survival Trip," "Kidney Machine," and "Mountain Accident."

SKILL AREA: Structuring information

Objective 1: Identify the main ideas from a variety of kinds of oral messages and relate those ideas to the central theme.

Activity: Use a variety of TV programs, films, speeches. When giving lectures, require students to submit notes for evaluation. Arrange for another subject-area teacher to do the same. "Listening for the Future," (Cooper, **Activities**, pp 104-105).

Objective 2: Follow a theme in an oral presentation from its introduction to its conclusion.

Activity: Analyze the plot lines of TV and film narratives. Analyze "Meet the Press" or "Nightline." Study famous speeches such as King's "I Have a Dream" speech.

Objective 3: Follow multistep directions in order given.

Activity: Teach or have a student teach the class how to do something such as a new dance, how to create something, etc. Ask students to demonstrate that they have learned the process.

SKILL AREA: Drawing inferences

Objective 1: Evaluate the implications of verbal and nonverbal cues in oral presentations.

Activity: Analyze videotaped examples in various groups, public speeches, etc. Discuss and keep log of daily observations of examples. Use examples from literature and media works such as **The Elephant Man.** "How To Speeches," (Cooper, **Activities**, pp 117-118).

Objective 2: Distinguish relevant from irrelevant information in an oral message.

Activity: Oral interpretation activities are excellent for developing this skill. These require students to "cut" stories, speeches, poetry, etc., to fit the intent within a given time limit. Students could also analyze magazine news articles to sift the relevant from the irrelevant information.,

Objective 3: Analyze the relationships among ideas in an oral message.

Activity: Discuss and analyze examples of various outline formats from famous speeches, plays, etc. Formats might include *cause-effect, chronological, spatial, topical, problem-solution.*

SKILL AREA: Distinguish among purposes

Objective 1: Distinguish among purposes in multifunction messages.

Activity: Analyze "clear-cut" examples to discover other purposes, e.g., are weather warnings information or persuasion or both? Is **Sesame Street** entertaining or informative? Discuss how one might differentiate *primary* from *secondary* purposes. See **Listening Instruction** (Wolvin, TRIP booklet).

Objective 2: Analyze the various techniques used by a source of an oral message to accorplish a purpose.

Activity: Analyze famous speeches with different purposes. Study the major communication strategies used in political campaigns and TV commercials such as the "bandwagon," "need for roots," "appeal to security." Do variety of role-playing exercises including two-person negotiation games.

Objective 3: Listen to a variety of oral messages to accomplish a specific purpose.

Activity: Focus on establishing purpose as a listener regardless of source intent. Is intent to be entertained, to secure information, to get help making a

decision? Log communication activities for a day, then discuss purposes. What different strategies were used for which purposes? Arrange different kinds of interviews. Have student compose questions to use in the interview. Identify and differentiate open and closed questions from a list.

SKILL AREA: Identifying perspective and points of view

Objective 1: Adjust their own communication behavior in response to cultural differences.

Activity: Analyze different communication behaviors in differing cultures. Each describes own heritage and communication characteristics of own cultural background. Play the **Bafa' Bafa'** game. "It's a Family Affair," (Cooper, **Activities,** p106).

Objective 2: Analyze differences of opinion based on a specific oral message.

Activity: Select a single issue in a news magazine and analyze letters to the editor in a later edition on that issue. Do the same with metropolitan newspaper. Play the "Odd-man-out" exercise (one person purposely takes an opposing opinion). Analyze opinions expressed on talk shows. "Rogerian Listening," (Cooper, **Activities,** p 134).

SKILL AREA: Provide effective and appropriate responses

Objective 1: Demonstrate interaction skills in a variety of contexts.

Activity: Interview a classmate on a subject of her or his choice, an adult about a job, elderly about community or family history. "Hey, It's My Turn" and "I Gotta Go" (Wood, TRIP booklet). Encourage participation in class and various out-of-class groups. Arrange for 'talk' visits to nursing homes.

Objective 2: Provide constructive criticism based on critical judgments as listeners and viewers.

Activity: Base on real audience experiences. Discuss common reactions, forms of criticism. Discuss criteria such as aesthetic appeal, ethics, source bias. Describe and use at least one method for critical analysis. Study film reviews. **Adventures in the Looking Glass**, p 199.

Objective 3: Focus and sustain attention during an oral presentation of appropriate length.

Activity: Concentrate on an environment for 20 minutes. Leave and recall as much detail as possible. Concentrate attention on someone at dinner for 5 minutes. Work on extending time limits for self. Respond to teacher questions.

Objective 4: Demonstrate ability to listen in situations with multiple distractions.

Activity: Several commercial listening films and audio tapes are available with activities. Set up two student speakers at each side of room. Assign each to specific listeners and have the two speak at the same time. Assign specific musical instruments to be followed in an orchestra.

ASSESSING LISTENING

Unlike Speaking where there is an absence of commercial assessment instruments, there are dozens of assessment instruments for listening, including the **Brown-Carlsen Listening Comprehension Test, Dow Listening Test, The Kentucky Comprehensive Listening Test, The Communication Competency Assessment Instrument, Watson-Barker Listening Test, Sperry Listening Program**, etc. Testing services and even many of the textbook publishers claim to have assessment instruments which measure some components of listening, e.g., **California Achievement Tests**, the **S.T.E.P. Testing Program**, etc. Schools with a comprehensive listening skills program will find, however, that none of the existing commercial tests will be particularly appropriate since the instruments probably will not assess those skills focused on in their own districts.

First, most listening tests have been developed for, and validated upon testing of, college-level students or adults. Although some have tested public school students, most have not.

Second, most listening tests measure memory, rather than analytic skills. If your instructional focus is on recall and recognition of information as the purpose of listening, commercial tests may be useful to you. If, instead, you focus your curriculum on the critical thinking skills such as analytic listening, you will have to develop your own tests.

Third, the two major forms of listening tests have problems in approach. The paper-and-pencil tests, for example, usually require that the teacher read a passage aloud, then students fill out an answer sheet using a manual with the printed choices for each item. This type of test is particularly inappropriate for broad-scale assessment since (1) the person who reads the passage becomes a critical variable to the extent that the reader is skilled (or tries to distort the results), (2) the test only measures such memory factors as recall and recognition, and (3) test scores can be influenced, if not determined, by the reading ability of the student taking the test.

In order to overcome some of these problems, another form of listening test was developed which uses audio tapes. Unfortunately, these tests also primarily measure memory; they still are influenced by the student's reading abilities; and the tape itself can become a barrier to effective listening. In effect, listening, for most people, has a visual as well as an aural context, which plays a significant role in our processing of information gained through listening. For example, we may discount information produced with a contradictory facial expression. Also, many Illinois schools do not have state-of-the-art audio equipment. Cassette players of poor quality also would affect test results.

A third approach, which is being implemented in a few schools, is the use of videotaped stimulus materials. Videotaped segments of real communication activities can significantly improve listening assessment. The best of these tapes also include oral readings of the test items, thus drastically reducing the importance of student reading ability. Major drawbacks, of course, are that the development of these kinds of listening tests is expensive and time-consuming.

Certainly, steps can be taken to remedy some of the problems with existing commercial tests. Even though it may be too expensive for districts to develop videotaped listening tests using realistic listening contexts, video could be used to tape the stimulus (reading) in interesting and appropriate surroundings. This would reduce the impact of the reader on test results while still providing an appropriate visual context not possible with audio tapes.

Another approach would be for the teacher to read the stimulus aloud, then give students an opportunity to look at the test items. The stimulus is read aloud a second time while the students follow the items in the test manual. Students are given a few minutes after the conclusion of this second reading to finish answering the items. This approach would seem to eliminate much of the memory testing that takes place in most listening tests. Permitting students to read the test items twice would reduce the impact of reading ability. Local videotaping of the reading of the stimulus would be an even greater improvement.

Whatever form the assessment instrument takes, the following points should be considered:

- **The instrument should focus on the State Goals and local objectives in listening mandated in Illinois as these are implemented in the local curriculum.**
- **Stimulus materials should have an oral rather than a literary style** (e.g., don't use print literature or essays).
- **The stimulus materials should be short and interesting with a vocabulary appropriate for the grade level being tested.**
- **The test questions and responses should be short and simple as well.**
- **Separate stimuli need to be developed for each grade level being assessed.** However, in order to make comparisons possible, each grade level version of the test could feature similar situations requiring the use of the same listening skills.
- **Listening skills require that students listen to others speaking in the linguistic forms and dialects common to the students.** It is appropriate that they learn to listen to speakers using standard English, but it is equally necessary that they listen effectively to others about them.

Following are some sample listening test stimuli and items that illustrate the principles just discussed.

Grade 3: (The following illustrates that materials should be short and interesting with a vocabulary appropriate for the grade level being tested.)

Listening Passage

Rachel was reading a book about the settlers of Illinois. As she read, she tried to imagine what it was like in the days of early settlement. Rachel looked out of the window and tried to imagine that she saw only a few log cabins separated by open fields. Suddenly, she thought she saw trees where the neighbors' apartment houses stood. A meadow replaced the streets and sidewalks. A doe and her fawn ran across the meadow. Two boys came out of one of the log cabins and darted after the deer.

Sample Questions

1. What was this story about?
2. What would be a good title for this story?
3. What is the main idea of this story?
4. What parts of the story are reflected in the main idea?
5. Who is the main character in this story?

Grade 6: (Adapted from the inaugural speech of W. W. Keeler, Chief of the Cherokees, delivered in 1971. This sample also illustrates how Learning Goals interrelate, in this case with the Literature Goal.)

Sample Passage

This is a historic moment for all Cherokees. It marks the return of the management of tribal affairs into the hands of the people. We have not had this responsibility of self-determination for more than three score years. I am proud and happy to see this day. I am honored to be your elected leader.

The Cherokees were a free and independent nation, with a constitutional government elected by the people, almost a century and a half ago. In the years between then and now, our forebearers and we suffered internal strife, a civil war that was not of our making, loss of our land without fair compensation, discrimination because of our color, and indignity because we were few in number. . . . We are again entrusted with the management of our own affairs. We are now free to elect our own leaders. We are free to train our people for jobs, to improve the educational opportunities of our children, to record and promote our noble heritage.

We must be united if we are to accomplish the heavy work that lies ahead. We must join hands with all of our brothers as never before in the history of our people. Past mistakes and animosity must be laid aside. All of us have been mistaken at some time in the past. We must learn from those mistakes. If we fail in this, the opportunity of this moment will be lost.

Statements about the Passage

Based upon what you heard and understood, complete the following statements:

1. Which of the following best describes the government of the Cherokees for the 60 years prior to the speech?
   a. imposed by people outside the tribe
   b. handed down from father to son
   c. appointed by the tribal chief
   d. elected by members of the tribe
2. Which of the following best describes the present government of the Cherokees?
   a. imposed by people outside the tribe
   b. handed down from father to son
   c. appointed by the tribal chief
   d. elected by members of the tribe
3. Which of the following best describes the government of the Cherokees more than 150 years ago?
   a. imposed by people outside the tribe
   b. handed down from father to son
   c. appointed by the tribal chief
   d. elected by members of the tribe
4. The speaker says that the management of the Cherokees' affairs brings with it
   a. the need to be united and to work together.
   b. bitterness and resentment over past mistakes.
   c. a rich heritage of self-determination.
   d. discrimination and indignity.
5. The speaker believes opportunities will be lost if
   a. past mistakes are laid aside.
   b. the people are not united.
   c. animosities are forgotten.
   d. mistakes are made.

Grade 8: (This sample illustrates that test questions and responses should be short and simple as well.)

Instructions

The instructor will read aloud each question **one time.** Answers are listed on a separate sheet or are given orally. On their answer sheets, students are to mark the letter which corresponds to the correct answer.

1. How much time do we spend communicating each day? One study revealed that approximately 70% of one's waking day is spent in verbal communication. Verbal communication includes reading, writing, speaking, and listening. According to the same study, you spend about 45% of your time listening. How much time is spent of one's waking day in verbal communication?
   a. 30 percent
   b. 45 percent
   c. 70 percent

2. Since 45% of your time spent in communication is spent listening, it is not surprising that a recent study revealed that almost two-thirds of the people surveyed rated listening as the form of communication most important to them. How much time spent in communication is spent listening?
   a. 30 percent
   b. 45 percent
   c. 70 percent
3. Even though about 45% of your time spent in communication is spent listening, you have had much more training in reading, writing and speaking. Thus, the training you have received in these areas is not proportional to the degree you use them. Therefore, from the standpoint of time spent in each of the communication forms, you should receive the most training in
   a. reading.
   b. writing.
   c. listening.
4. Many conditions may be present in the communication situation which are not conducive to effective listening. A first rule for good listening is to adjust to abnormal listening conditions. Such distractions as noisy neighbors or bad physical conditions in the room can hinder listening. In order to be an effective listener, you should adjust to these
   a. emotionally laden words.
   b. abnormal listening conditions.
   c. emotion-rousing ideas.
5. Adjusting to abnormal listening conditions and emotionally laden words are two devices for improving listening. A third technique is to recognize central ideas in the speaker's presentation. By skimming over the subpoints and central ideas, you can make the presentation much more meaningful. Thus, you can grasp the important concepts of a speaker's presentation if you
   a. adjust to abnormal listening conditions.
   b. adjust to emotionally laden words.
   c. recognize the central ideas.

Grade 8:

Listening Passage

The only car parked in front of 619 Oak Street is a black one. The words "James M. Curley, M. D.," are spelled out in small gold letters across the left front door of that car.

Statement about the Passage

Determine whether each of the following statements is **TRUE** on the basis of what you heard, or **FALSE** on the basis of what you heard, or ? if you are unable to determine whether the statement is true or false on the basis of what you heard.

1. The color of the car in front of 619 Oak Street is black. (T)
2. There are no letters on the left front door of the car parked in front of 619 Oak Street. (F)
3. Someone is ill at 619 Oak Street. (?)
4. The black car parked in front of 619 Oak Street belongs to James M. Curley. (?)
5. James M. Curley is a wealthy doctor. (?)
6. Dr. Curley was summoned to treat an emergency illness. (?)
7. The lettering on the left front door of the car parked in front of 619 Oak Street is not spelled in small gold letters. (F)
8. There are no other cars parked in front of 619 Oak St. (T)

Grade 11:

Sample Listening Passage

John Smith and Betty Smith are awakened in the middle of the night by noises coming from the direction of their living room. Smith investigates and finds that the door opening onto the patio, which he thought he had locked before going to bed, is standing wide open. Books and papers are scattered all over the floor around the desk in one corner of the room.

Statements about the Passage

Determine whether each of the following statements is **TRUE** on the basis of what you heard, or **FALSE** on the basis of what you heard, or ? if you are unable to determine whether the statement is true or false on the basis of what you heard.

1. Mrs. Smith was awakened in the middle of the night. (?)
2. Smith had locked the door from his living room to his patio before going to bed. (?)
3. Mr. Smith did not lock the patio door. (?)
4. John Smith was not awakened by a noise. (F)
5. Nothing was missing from the room. (?)
6. Betty Smith was sleeping when she was awakened by a noise. (T)
7. The noises did not come from the Smith's patio. (?)
8. Mr. Smith saw no burglar in the living room. (?)

Grade 11:

Listening Passage

Interviewer: Good afternoon. I'm Mr. Smith. Please come into my office and take a seat.

Applicant: Hello, Mr. Smith, my name is Harry Jones. I read your advertisement for a bus boy in last night's newspaper. I would like to apply for that job.

Interviewer: The position is still open. Tell me why you want this job.

Applicant: I'm saving money to buy a car. I had a job mowing lawns all summer, but now that the weather is changing, I'd like to continue working. I'm a good student, and I don't believe a job will interfere with my studies. I really want to work, and I know I would do a good job for you!

Interviewer: Several other people have applied for this job. I must interview them before I can hire anyone. I'll make my decision by Wednesday. Call me after 3 o'clock on Wednesday afternoon and I'll let you know. If you are selected, you can fill out the necessary forms later that day.

Applicant: Thank you, Mr. Smith. I know I would like to work for you.

Interviewer: Thank you for coming in, Harry. I'll look forward to your call.

Statements about the Passage

1. Harry is applying for what kind of job?
   a. bus boy
   b. mowing lawns
   c. bag boy
2. Mr. Smith told Harry that
   a. only one or two others had applied.
   b. no one else had applied.
   c. several others had applied.
3. Harry told Mr. Smith that
   a. he had experience as a bus boy.
   b. he had experience mowing lawns.
   c. he had experience as a bag boy.
4. Mr. Smith told Harry to call him
   a. in a few days.
   b. Wednesday morning.
   c. Wednesday after 3 p.m.
5. Harry found out about the job.
   a. from one of his friends.
   b. from a newspaper advertisement.
   c. from a "Help Wanted" sign in the window.
6. Mr. Smith told Harry that
   a. he wanted to hire him.
   b. he would have to interview other applicants.
   c. he was looking for someone older and more experienced.
7. From the way the interview ended, it appeared that
   a. Harry had made a very favorable impression.
   b. Harry was going to get the job.
   c. Mr. Smith was looking forward to Harry's call.
8. Mr. Smith did **not** tell Harry
   a. what salary he would pay Harry.
   b. when to check back with him.
   c. he would need to fill out certain forms if he were hired.

A Final Word about Assessment

Classroom teachers need not spend great amounts of time in the construction of listening tests in addition to the normal classroom activities. Thomas Devine (**Listening Skills Schoolwide**, 1982) suggests a number of approaches used by teachers including

1. **Simple checklists** maintained for each student.
2. Informal **content checks** in which the teacher asks multiple-choice questions based on content of classroom presentations.
3. **Story tests** in which details are jotted on the blackboard before reading. Afterward, students are asked to select four details most critical to the story. In another variation the teacher asks students to select three qualities of the main character and indicate the reasons for selecting these qualities.
4. Another teacher used **real-life situations** by taping cafeteria conversations, committee meetings, etc., (with speakers' permission) and used these as the basis for informal listening tests. Another writes out simulated conversations and tapes the dialogue, as in the following example.

Sample Passage

Student: There is an automobile collision outside your house. You rush out to see what happened and overhear three people- a man, a woman, and a boy- talking to the police officers who have stopped at the scene of the accident. This is what they said.

Man: That stupid, idiot driver! She went right through the stop sign. I looked both ways. I thought she'd stop, but she plowed right through. She's half blind anyway. Look at those crazy glasses she's wearing. And that silly hat. Those went out of style years ago.

Woman: Nonsense! I certainly stopped. I checked right and left. He zoomed down the street at 80 miles an hour. After I'd stopped for the stop sign, I began driving slowly through the intersection. That man is drunk.

Boy: The lady's car stopped. I saw it. She didn't come to a full stop, though. The other car came out of nowhere. At least I didn't see him until the crash.

Questions about the Passage

1. When did the accident take place?
   a. as the boy walked down the street
   b. while the boy was visiting his aunt
   c. just before you came out of your house
   d. as school closed

2. Which of these is fact and not opinion?
   a. The woman is half-blind.
   b. The man is drunk.
   c. The male driver is a stupid idiot.
   d. The woman is wearing glasses.
3. Of all the people named, who has the least to gain from the dispute?
   a. the male driver
   b. the female driver
   c. the boy who witnessed the accident
   d. the woman wearing the silly hat
4. The following are four statements a person might make after listening to these speakers. Which statement is closest to the "fact territory"?
   a. One driver may have been injured.
   b. One of the cars was badly wrecked.
   c. There is a difference of opinion between the two drivers as to who is at fault.
   d. The police are more likely to blame the man.
5. Which of the following is a minor detail and not a main point of the argument?
   a. One driver may have vision problems.
   b. Someone went through a stop sign.
   c. One driver may have been drunk.
   d. One driver dressed oddly.

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